

SCHOOL LIFE

VOLUME XVI
NUMBER 10

10-year Plan for
Rural Schools

Teaching Piano by
Radio

The One-Teacher
School at Fairy Springs

Symphony Concerts in
Milwaukee Schools



JUNE
1931

Health on Wheels

Legislation for
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Shall We Teach
Cooperation in Rural
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New Government
Publications Useful
to Teachers

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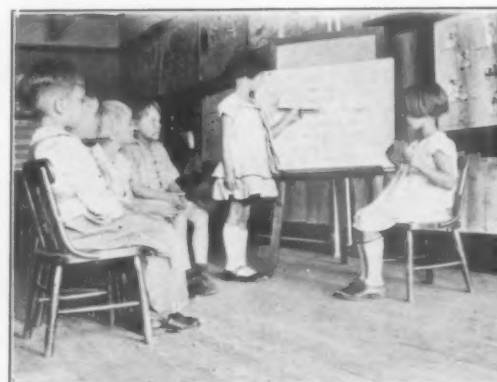
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SCHOOL LIFE

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VOL. XVI

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No. 10

The One-Teacher School at Fairy Springs

A Day in a Maryland Rural School Reveals that "The Little Red Schoolhouse" is Not Little, Not Red, and is a Far Different School than Its Historic Predecessor

By WILLIAM DOW BOUTWELL

Editor-in-Chief, Office of Education

LET ME SEE a typical 1-room school," I asked County Superintendent Orem. "Not a shining example; not a limping poor one—just an average one room school typical of the 150,000 direct descendants of America's little red schoolhouse' that still open their doors to country children."¹

So he sent me to Fairy Springs School which stands alone on a back road halfway between two world famous race tracks at Laurel and Bowie, Md. Only 15 miles distant from Washington, D. C., by road, Fairy Springs, where square dances are still the favorite recreation, is in spirit hundreds of miles from the national capital.

Brahms, Tarr and McMurray, Roland Hayes, William Shakespeare, Beard and Bagley—also Miss Rebekah Glading, John, Francis, Jerome, and Martha Baldwin, aged 6 to 12, the two Sadilek youngsters, and 11 other children were in Fairy Springs one-room school the day I visited there.

I sat in a corner watching and listening while this curious company of world notables and country girls and boys matched minds.

I found that the 1931 "little red schoolhouse" is not red; that it is not so little as it used to be; and that it houses a school as different from its early predecessors as Model A Ford is from Model T. This rural school is an infinitely better

place in which to learn, but it is also typical in that it is judged *not good enough* for the children who go to it.

The School is Theirs

Blossoming wild cherry trees, brilliant as bursting rockets, caught the early spring sun along the winding road the morning I drove to Fairy Springs School. In the school yard as I came up, three girls were playing hopscotch, and the lively tune of Victor Herbert's March of the Toys danced through the open windows. I interrupted, as I entered the door, not only Victor Herbert on the victrola

but also the regular preparation for the day's work—girls cleaning the teacher's desk; a boy erasing one board; a girl writing test questions on another sector; another girl inspecting each of the individual red, slant-topped desks.

"No one," announced Miss Glading to the room after she had welcomed me, "may stay in here unless he is working."

It was instantly apparent that this school belonged to these pupils. They had the care of it as well as the use of it. In the back of the room I later found a list of duties for the month of April: Vestibule, Raymond; yard, Billy and John; boards, Joseph; erasers, May; inspectors, May and Martha; mailman, Virginia; bell, Jerome; room after lunch, Elinor and Evelyn, etc.

Promptly at 9 o'clock Jerome Baldwin, who was given the bell-ringing assignment to help him learn to tell time, went to the little room at the front of the school and pulled vigorously on the bell rope. The clanging bell sent all the children save one hurrying out of the schoolroom to form a line outside the door. Virginia stayed. It was her month to take charge of the victrola. At a signal she started Sousa's Stars and Stripes Forever while the class, led by little Johnny Baldwin with a polished morning face, marched in to their seats. Led by another girl, they all bowed their heads and sang a morning prayer.



Photograph by the author

EVEN CHINNING HAS BEEN ORGANIZED

The boys of Fairy Springs School, like thousands elsewhere in Maryland and other States, practice until they can chin themselves nine or more times. Chinning, running, and jumping for athletic badge tests have brought a more organized sport for health's sake to the country school

¹ The author was assisted in gathering the material for this article by Walter H. Gaumnitz, senior specialist in rural school problems, Office of Education.



Photographs by the author

MISS GLADING, THE TEACHER, AND HER PUPILS, RANGING FROM FRANKLIN, AGED 6, TO ADDIE, 14,

On the blackboard I noticed a long list of composers: Tchaikowsky, Händel, Nevin, Schubert, Toselli, Herbert, and others. Miss Glading now asked the older children to look over the list and get pencil and paper ready. One girl started the phonograph: Brahms's Cradle Song. Heads bent over papers, pencils swiftly wrote the title and composer. Half-way through, the Cradle Song, stopped in mid flight, was replaced by Cavalleria Rusticana. Next, Nobody Knows the Trouble I've Seen. Roland Hayes's golden voice filled the schoolroom. Ten records. Exchange papers for marking. Up go two hands. Two made 100 in the music memory tests.

According to the contest rules the three pupils who best know the strains and composers represented in 25 phonograph records which were purchased jointly by the county and the Fairy Springs P. T. A. will enter the county competition. On the same day a weekhence other children will accompany them to the county seat to

compete in the athletic tests. Bronze, silver, and gold badges will be awarded for achieving minimum athletic skills. Recess is no longer merely a time to play andy-aye-over around the woodshed; it is a time to learn to chin oneself 9 times, make a 14-foot running broad jump, and run 100 yards in 12½ seconds; and to stay in the dodge-ball ring 3 minutes without being hit.

A Cell versus a Royal Suite

Music-memory contests, athletic contests, attendance contests, spelling bees, reading tests, class competition in arithmetic, contests of all kinds keep these pupils pursuing goals. The race tracks at Bowie and Laurel have more in common with a modern school than meets the eye. And how the children love competition!

I watched three upper-grade children at the front board while Miss Glading reviewed Holland geography with third-graders. Two faced away from the board while one wrote a problem in addition on the board. At a whispered signal the two turned and scratched the answer on the board with lightning speed. The one finishing soonest chalked a credit mark under his name. Two Olympic runners could not compete more strenuously than those two striving to beat each other at arithmetic.

What manner of schoolroom is this where all this furious activity goes on; where eight grades work in one room? It is 36 feet long, 24 feet wide; its 37 square feet per child enrolled is far above the city-school average of 15 to 20 square feet per child. All the light comes through a bank of long win-

dows that take up two-thirds of the south wall. Once there were windows on the other side wall and the front, too, but the long arm of modern scientific practice reached into this rural school and closed them up. Light must come only over the left shoulder.

The bare benches, the teacher's desk on a dais, even the punitive stick of "little red schoolhouse" days can not be found in Fairy Springs School. By comparison with the cell-like severity of its predecessor, Fairy Springs is furnished as completely as a royal suite. In place of benches are five rows of individual desks of varying sizes screwed to long boards so that the room can be cleared for a dance. In one corner is a piano, an old-style flat-topped piano; near it an easel with colored prints and rotogravure pictures thumb-tacked to it, and the victrola. A vase of spring flowers decorates the teacher's low desk; books and papers flank the flowers. Near the door stands a glass-faced Victorian cabinet, donated by some household. It is the museum. In it are seeds collected by the boys and girls and models carved in Ivory soap.

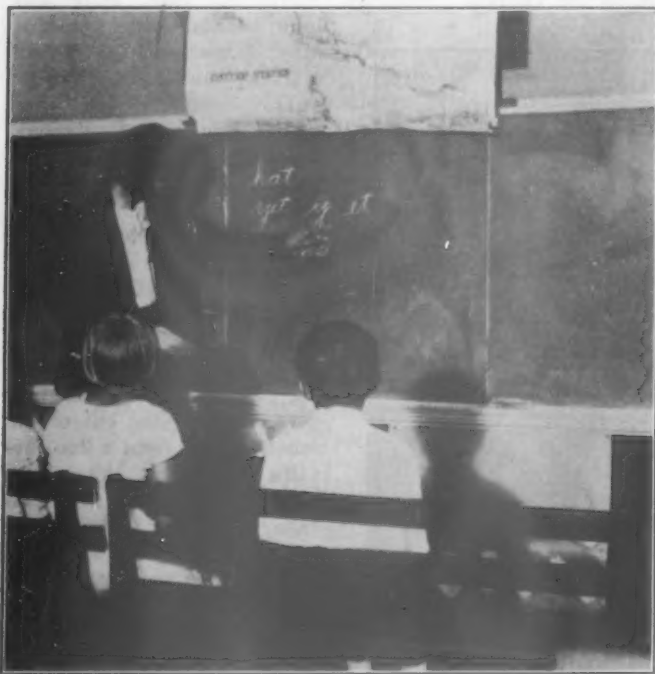
At the back of the room is the stove protected by a gleaming black sheet-iron drum. Near it are two benches facing the back blackboard. Here Miss Glading teaches separate classes with least amount of disturbance to other pupils studying. The table at which I sat is the project table where large maps, paintings, and other joint activities are carried on. In the corner near the window stands another cabinet whose shelves hold the school library and supplies.

"Ights" and "Ills"

This is the stage. Who are the players and what are they doing?

Have you ever tried to rub your stomach and pat your head at the same time? That is what the learning process in a one-teacher school makes you think of. But the school is doing not two but five things at once. Miss Glading is both Barnum and Bailey of the 5-ring Fairy Springs "circus," truly giving daily, as every one-room school-teacher does, one of the "most stupendous, amazing, and astounding shows on earth."

The three lower grades work on different subjects at the same time. Grades 4 and 5 and 6 and 7 form two groups working on



Photograph by the author

TEACHING A CLASS ON THE BACK BENCHES WHILE OTHERS STUDY

Education in rural regions is expensive. The per capita cost at Fairy Springs School is \$77.02 which is more than \$10 higher than the average per capita cost in American cities of 2,500 to 30,000 population. Studies in Iowa show that rural schools, both small and consolidated, cost more per pupil than city schools. Investigations in New York disclose the same trend.



WHO MEET DAILY IN FAIRY SPRINGS ONE-ROOM SCHOOL, WHERE THEY MATCH MINDS WITH BRAHMS, BACK, BEARD, AND BAGLEY

the same studies. Courses repeated alternate years prevent duplication.

Let us, for our purposes, summon the fairy from the spring out back of the school and ask her to halt this school at 9.40 o'clock. What would we see? Miss Glading stands at the back blackboard with the second grade, consisting of Francis Baldwin, who has raced through chalking up his 7 table in multiplication, and Lancaster Cornell, who is slowly struggling through the 5 table. Both wear overalls. Of the four first graders, Franklin, 6, but immature in development, is aimlessly arranging blocks in words. Leon and May are laboriously scrawling three words each of the "ight," "ill," "ell," "ound," and other word "families," while Johnny, long since finished with his "ights" and "ills," is snuggled in his seat reading about Reynard, the Fox, et al.

15 Minutes to a Class

Two members of third grade are sitting at the teacher's desk, the brighter, by order, acting as "teacher" (instructions in whisper only) to the other who is behind because of absences. Sixth and seventh are reading in *A History of the American People* (Beard and Bagley), preparing for a lesson on the industrial revolution. Fourth and fifth are adding and subtracting 4-figure numbers in arithmetic, while third grade prepares for a Holland geography review with the aid of Tarr and McMurray.

Miss Glading's day is filled to overflowing, juggling these five groups. She works on as close a schedule as an automobile assembly line. Always in her left hand she holds a watch; 15 minutes for music—all grades, 15 minutes reading—first grade, 15 minutes reading—second grade, 10 minutes arithmetic drill—third grade. Her teaching hours are broken into 16 to 20 sectors each day; geography, spelling, music, history, arithmetic, a constant succession of different subjects on different levels of approach. Into this already over-complicated schedule incidents intrude: Johnny asking for paper, Francis reporting he has finished a task and what shall he do next, Billy poking Joseph in the ribs, Virginia giggling, and Jerome stomping across the floor to the pencil sharpener.

Who is this remarkable person who brings order out of what ought logically to be chaos?

Miss Rebekah Glading is 27 years old. She finished two years of training at the State Normal School at Towson, Md., in 1925 and took her B. A. at University of Maryland in 1929. In respect to training she is far above the United States average for one-room rural school teachers (one month beyond high school), but Maryland is at the forefront in the high quality of its rural education and in these days of a surplus of teachers it is not impossible to find college graduates in charge of one-room schools. Miss Glading finds that her years of training help tremendously.

This morning Miss Glading is dressed in a neat brown dress, silk hose, brown oxfords, and has her bobbed hair marcelled. She lives in Riverdale, near Washington, and motors to school each morning in her Model T coupe. County Superintendent Orem usually insists that teachers live in the community where they teach, but no farmhouse near Fairy Springs had a room available for her. She arrives at school by 8.30, seldom leaves before 4.30, and often spends the evening planning the next day's work or making up reports. Morning, noon, and afternoon recess, theoretically rest periods for her also, are taken up with helping backward students, putting pupils through athletic badge test trials, and superintending policing of the schoolroom and grounds. The average teacher's working day is nine hours; hers is usually longer.

For her services as ringmaster of this "5-ring circus" made up of nearly 20 active, demanding pupils, for her skill in conducting the school in a manner that eliminates the bad-boy problems so disrupting and conspicuous in the historic "little red

schoolhouse," and for her professional knowledge acquired through spending 16 years and much money to obtain an education, Miss Glading is paid the princely sum of \$1,250 for nine months, approximately \$130 per month. This is slightly more than elementary teachers in near-by towns receive, because to the regular fee of \$1,100 the State adds \$100 bonus for being principal of a rural school; the county a \$50 bonus. Her salary of \$1,250 may not seem much, but it is 43 per cent higher than the United States average for one-room teachers.

"A bonus of \$500 would not be sufficient to compensate a teacher for the social limitations she finds in a rural community," says Superintendent Orem. The best-trained and most capable teachers are therefore commonly recruited to the city schools. Miss Glading, like practically every one-room teacher, looks forward to a city position.

The one-room school has been hailed by some educators as the most fertile field for the introduction of progressive education practices, for group learning activities, for



Photograph by the author

TOEING THE LINE FOR AN ATHLETIC BADGE TEST BROAD JUMP

Do more great men come from the country than the city? That inconclusive controversy still rages. But we do have comparative data on child health. While children in country schools have less chance of getting epidemic diseases than city children, they are more liable to other physical disabilities than city children

attention to individual differences, and other innovations. How does Miss Glading's school measure up to these ideals of modern education?

What My Daughter Will Miss

As the father of a city child I find myself envious of some of the opportunities of Fairy Springs pupils. My daughter will never be one of a class of two children receiving the attention of one teacher. She will engage on projects, but she will be a member of larger groups. School to her will be a more or less impersonal service like the public library or like the electric light and power company. She will never get that sense of ownership of her school that she would have if she had to ring the bell, police the grounds, share generally in the school upkeep and management, and study in the same room for seven years. Nor will she have so large a playground.

Yet we must not paint the picture of Fairy Springs as a typical school in colors too glowing. We know that if the Sadilek, Lammers, and Baldwin children are typical they will be one year behind their city brothers and sisters in educational achievement by the time they reach the eighth grade.

But why should a one-room school be inefficient? Why should it cost a year in schooling to attend a rural school?

Is it because Miss Glading must put a mothering arm around Franklin, aged 6, while she is leading seventh and eighth graders through the industrial revolution? Is it because grades 1 to 5 can not study to best advantage in the room where 6 and 7 are talking about Watt and the steam engine? Is it because teachers in rural schools in States less progressive than Maryland are poorly prepared? Any of these may be true handicaps to individual progress, but the most definite evidence which investigators have been able to muster to account for the lag in rural school children's educational achievement is the usual briefer length of the rural-school term. Lopping off 25 to 30 school days each year lops off a year of achievement.

Since Fairy Springs School has a 9-month term and enjoys a number of other advantages not commonly found in one-teacher schools we may assume that its eighth graders are practically as well prepared as town elementary-school graduates.

At noon recess every child, except two who run home, remains in his seat and eats lunch—thick and thin sandwiches, milk, cookies, indigestible-looking frosted



Photograph by the author

ROSES BLOSSOM IN JUNE AT THE FAIRY SPRINGS SCHOOL GATE

MISS GLADING is one of a group of 153,306 teachers employed in the 1-teacher schools of America. If we were to imagine all these teachers standing side by side, one every 3 feet, their ranks could extend in an unbroken line for a distance of 87½ miles. If this army of teachers were arranged in such a way that the one having received the least amount of training stood at one end and the one having received the largest amount of training at the other, a person reviewing this great company would find it necessary to walk a distance of 8½ miles before coming to a teacher with training equivalent to two years of high school; he would have to walk half the entire distance before coming to one with training equal to high-school graduation; he would have to continue his walk for a distance of 67½ miles before reaching the first teacher with the equivalent of two years of normal-school education; and he would have to prolong his walk within 13 miles of the end of the line before coming to the first teacher who had the equivalent of a college education.

Suppose we fuse all these teachers into one composite teacher. She would have a total education of 4 years and 1 month above the grade school, her teaching experience would total 2 years and 6 months, she would receive an annual salary of \$874, she would have under her care a total of 22 farm children and she would be employed in her school for a total of 152 days per year. Since men teachers are a great scarcity in 1-teacher schools, she would be certain to be a woman; she would be 27 years old.

cakes in citified glass paper. No matter how warm and pleasant the day, lunch is inside. It's a rule. And no one may leave until all have eaten.

Any boy or girl would love to play in the ample, tree-shaded Fairy Springs School yard, which is approximately one-fourth the size of an average city block. In one corner is a real spring, the Fairy Spring, so named by a teacher, who was also responsible for making the appearance of the school and the school grounds so untypical. "One of those rare teachers with vision," Superintendent Orem described her. Her "vision" has lived in the roses over the front gate, in the thriving shrubs, in the green lawn that keeps green because the playground is back of the school, and in the attractive school paint selection of gray with green trimmings. The typical rural schoolhouse that has as much character and beauty as a warehouse seems to be no kin to Fairy Springs School.

Franklin is Disciplined

At 2 o'clock first and second grade boys and girls are dismissed to play—all save little Franklin who is disciplined for lack of application. He must stand beside the teacher facing away from the class. He doesn't mind it.

Then the upper grades turn to book reports. Raymond Hance has written on the board the chief characters in the story of Phaeton's wild ride. Speaking from his list he tells the story from a book of myths which he has read. Miss Glading listens from the rear of the room.

There is this big difference between the old and modern one-room school—in the old school the teacher taught from the front of the room; in Fairy Springs and in progressive schoolrooms generally the teacher guides the pupils' self-teaching process from the rear of the room. She speaks as little as possible.

As Raymond concludes his report his listeners rise to praise or criticize. "Raymond did not make the story clear," Martha says. "Too many 'ands' and too many 'sos'," suggests Elinor. Raymond's book report proves also to be good training in public speaking.

At 3 o'clock on this particular day the Junior Red Cross met. Miss Glading took even less part in this activity. The young children came in from the school ground and the elected officers—Virginia, president; Martha, secretary; and Elinor, treasurer—took charge of the meeting. After the reading of the minutes Raymond came forward and recited a poem; Elinor and Martha shared the reading of the story of Clara Barton from the Junior

Red Cross magazine. Billy Glading, feeling a bit silly, recited verse about the Hen and the Crow and then the meeting, conducted as skillfully but more seriously than a college fraternity session, came to a close with the collection of penny fees. "I earned mine washing dishes," says Martha.

The Mark of Doom

What influences reach this school beside the Red Cross? Very few. Not the Boy Scouts, nor the Campfire Girls, nor the 4-H club, nor the Future Farmers of America, nor the county agricultural agent, nor home economics extension agent. Although most of these agencies have representatives in the county, their activities do not reach Fairy Springs. Miss Glading gets much mimeograph literature and instructions from the county superintendent's office. She plans to join the National Education Association. The county school supervisor, Miss Gibbs, calls about once a month. Except for the Postum Co., with its poster, and the school-book concerns, the only commercial company whose contact with this school is evident is the Washington Evening Star which supplies free for each child's books durable kraft paper book covers upon which is printed, of course, the name of the donor. There has been a parent-teacher association at Fairy Springs since 1918. They helped buy the records and they paid for the electric stove in the ante-room, a stove which assures warm lunches in the winter.

But another outside force has come to Fairy Springs School—a newcomer that has marked the X of doom on the school's door.

There is nothing especially sinister in the appearance of the macadam strip that last summer rolled itself out 3 miles on the road from Laurel to Fairy Springs. It winds pleasantly among the fields and thickets. But that road is a larger educational force in this rural community than State bonuses to teachers, higher State training requirements, free textbooks or music-memory victrola records. It means that next September or some September in the near future Fairy Springs School will stand silent and abandoned. The children of the community will see it deserted and empty as they ride by in the autobus carrying them to the consolidated school in Laurel.

The road was built, I suddenly recall, with gasoline tax money. What a curious chain of cause and effect! The gasoline tax paid by me and other city dwellers has increased the chances a Fairy Springs graduate has of going to high school and will lead to the abandonment of Fairy Springs School itself and to larger educational opportunities for Fairy Springs children.

A Ten-Year Plan for Rural Schools

THE UNITED STATES Office of Education is joining with the National Education Association and the National Congress of Parents and Teachers in calling a National Conference on Rural Education to be held on Thursday, July 2, at the Bovard Auditorium of the Administration Building at the University of Southern California, Los Angeles.

Three programs have been planned for this conference: **THE NEXT 10 YEARS IN RURAL SCHOOLS**—What State departments of education, colleges for teachers, and colleges of agriculture should accomplish in the improvement of rural education in the next 10 years; **THE NEXT 10 YEARS IN RURAL LIFE**—How the rural home, the rural church, the rural press, and the development of farming as a successful business enterprise can cooperate to effect a satisfactory standard of rural life in the next 10 years; **THE NEXT 10 YEARS IN RURAL CHILD WELFARE**—How such national agencies as the White House Conference, the Federal Farm Board, the United States Office of Education, and the organized teaching profession can contribute to the welfare of rural children in the next 10 years.

It is hoped that out of these three conferences on rural education there may grow a program and policy which will meet the educational needs of rural children.

The following items are proposed for the consideration of the conferences: 1. Should this conference indorse the principle that rural education is important because rural life itself is important, and that every child in America, rural and urban, is entitled to an adequate educational opportunity? 2. Should this conference direct the attention of educators, Government officials, the press, and the public generally to the glaring inequalities of opportunity and unjust educational handicaps now confronting the rural child? 3. Should this conference indorse the principle that rural education requires a larger unit of administration and taxation so that wealth can be taxed wherever

it is located and distributed in such a way as to insure a reasonable educational offering for every child? 4. Should this conference suggest to each of the State governors that, with the advice of the educational leaders of his State, he call a State conference of county superintendents, county agents, editors of farm magazines and of the rural press and officers of the Grange and of other rural agencies to consider ways and means of assuring the rural children of his State a fair start in life? 5. What steps should this conference take to continue its work so that it may ultimately result in a nation-wide movement for the improvement of rural schools?

Speakers will be: Chloe Baldrige, Nebraska State director of rural education; George W. Wannamaker, superintendent of schools, St. Matthews, S. C.; Agnes Samuelson, Iowa State superintendent of public instruction; John Howard Payne, president, State Teachers College, Morehead, Ky.; Andrew M. Soule, president, Georgia State College of Agriculture, Athens, Ga.; Mrs. Katherine M. Cook, chief, Special Problems Division, United States Office of Education; Clarence Poe, Progressive Farmer, Raleigh, N. C.; Earl E. Harper, president, Evansville College, Evansville, Ind.; Mrs. Charles W. Sewell, director, Home and Community Work of American Farm Bureau; Louis J. Tabor, master, National Grange; James C. Stone, chairman, Federal Farm Board; William John Cooper, United States Commissioner of Education; and C. C. Swain, president State Teachers College, Mayville, N. Dak.

In order that each item in the policies to be adopted may receive careful consideration, a committee on recommendations will be appointed to prepare for distribution at each conference a preliminary set of recommendations. These will be changed to meet the views of the conferences and a committee meeting will be held immediately after the second conference to formulate the report to be presented at the last session for adoption.—*Wm. John Cooper.*

Ten Years of Progress in the Minimum Periods of Training Fixed by States for Obtaining Teaching Certificates

	1921	1926	1931
4 years of college.....	0	0	11
3 years of college.....	0	0	5
2 years of college.....	0	4	9
1 year of college.....	0	9	9
High school plus some college work but less than 1 year.....	4	14	10
High school (may or may not include professional courses).....	14	6	8
No definite scholarship requirement.....	30	15	6

¹ California.

² Arizona, Connecticut, Massachusetts, New Jersey, Washington.

³ Estimated.

Shall We Teach Cooperation in Rural Schools?

The Farmer's Entry Into the Ranks of Big Business Opens New Jobs for Farm Children and New Responsibilities for the Rural Child

By JAMES C. STONE

Chairman, Federal Farm Board

SHOULD AGRICULTURAL CO-OPERATION be taught in rural schools? To answer this question to the satisfaction of school officials it is necessary, I imagine, to show that the subject has educational value. Would the study of cooperation train country boys and girls to think clearly? Would it arouse their interest? Has it significance in their daily lives? These questions and others that may be in the minds of those concerned with school programs require a brief statement of the purposes and accomplishments of cooperation as applied to agriculture.

The purpose behind the cooperative movement is the establishment of an improved business system for agriculture—a system which is controlled and operated by the farmers themselves. One weakness of agriculture is that 6,500,000 farmers are producing and, to a large extent, marketing as individuals in a society where organization is the rule. Out of the experience of the Federal Farm Board has developed the conviction that farmers can not meet their business problems except through organization. Accomplishments in marketing and in the adjustment of production to demand will be small as long as farmers seek to deal with these problems as individuals.

Can Merge Farmers But Not Farms

The cooperative plan of organization has been found to be peculiarly well adapted to the needs of agriculture. We can not merge the farms of the 1,300,000 farmers growing wheat and set up producing corporations comparable to the large industrial companies. It would be most undesirable to do so, even if possible. But the wheat farmers can unite cooperatively to market their grain through a national cooperative organization. Approximately 250,000 of them have already become thus affiliated in the Farmers National Grain Corporation and the number is increasing steadily.

When a substantial portion of the farmers producing a commodity is organized cooperatively, there are several things which they can do to improve marketing conditions and ultimately receive better returns. (1) They can reduce the costs of assembling and marketing the product. (2) They can im-

NOTE.—This article prepared especially for SCHOOL LIFE.



James C. Stone, who succeeded Alexander Legge as chairman of the Federal Farm Board

prove and standardize the grade of the product, thus reducing wastes and increasing the value of the product to the consumer. (3) With control of a large volume, they are in a position to obtain complete market information and consequently to sell at the time and place of greatest demand. (4) They can develop new markets and new uses for the commodity. In brief, a large, well-managed, cooperative organization substitutes for competitive disorganized selling by individual farmers with all its attendant costs and wastes, a system of organized orderly marketing which returns to the farmers the highest price obtainable under given economic conditions.

Oldest Cooperative Started in 1863

The first farmers' cooperative associations in the United States of which there are records were formed during the forties. The oldest association now in existence is a dairy products cooperative in New York State, which was established in 1863. Slow progress was made during the seventies and eighties in the organization of local associations. There was an awakening of interest during the nineties and the first two decades of the present century, when thousands of local cooperative creameries, livestock shipping associa-

tions, farmers' grain elevators, and fruit marketing associations were formed. These local associations have performed valuable services for their members.

But a movement, which had its beginnings during 1920 and 1921, forcibly directed the attention of the farmers to the necessity of participating in the marketing functions which lie beyond the country shipping point. The benefits to the farmer from local cooperative action are comparatively limited if he has no control over the handling and distribution of his product after it leaves his station. He gains little from cooperative grading and handling of his product if it is to be used as ammunition for warfare between competing distributing agencies or is to become the football of the speculator. Consequently, the organized farmers have advanced from the country shipping points to the terminal markets.

The Farmers' Big Businesses

In the 10 or 12 years preceding enactment of the agricultural marketing act the farmers set up state-wide cotton and tobacco marketing associations. Some of these organizations have failed, as was inevitable when inexperienced producers entered the complex field of cotton or tobacco marketing. A substantial number, however, have become firmly established. Livestock producers organized terminal marketing associations which have met with signal success. Large cooperatives for the handling of milk and dairy products have developed and, with few exceptions, have steadily grown in strength and importance. Large-scale fruit associations, a few of which were in operation for several years prior to 1920, have also made progress.

At present, some 12,000 farmers' cooperative associations in the United States transact an annual business of more than \$2,500,000,000. Many of these have centralized their sales activities in large-scale organizations whose annual business totals \$10,000,000 to \$100,000,000.

As the cooperative associations demonstrated their value, governmental agencies in conformity with their policy of assistance to agriculture have aided in their development. Three important Federal acts with reference to agricultural cooperation have been placed on the statute books. In 1922, Congress passed the Capper-Volstead Act which authorized the

formation of farmers' cooperative associations and provided certain exemptions from Federal antitrust statutes. In 1926, a Division of Cooperative Marketing was created by Federal statute, for the purpose of carrying on research and service work for cooperative organizations. In 1929 Congress enacted the agricultural marketing act.

Enter: The Federal Farm Board

The agricultural marketing act set up a Federal Farm Board, composed of eight members. Under the act, the Federal Farm Board is given broad powers to assist cooperative associations. A revolving fund was set up, from which the board is authorized to make loans to cooperatives to assist them in obtaining facilities to handle the products of their members, to furnish operating capital, and to enable them to make advances to their members.

The Federal Farm Board, since its establishment in July, 1929, has been working to bring about further consolidation and strengthening of the cooperative organizations. It has attempted, whenever possible, to unite the efforts of local and regional cooperative associations in national organizations in order to bring about more efficient marketing with a reduction in competition between cooperatives. Strictly in accordance with the policy laid down by Congress, the board has encouraged the organization and development of national farmer-owned and controlled sales agencies for commodities marketed nationally and internationally. The result of this encouragement has been the creation of the following seven national sales agencies of this character by the cooperatives:

1. The Farmers National Grain Corporation, with 25 member units composed of more than 2,000 local cooperative associations, and handling about 112,000,000 bushels of grain in the first nine months of the present crop year.
2. The American Cotton Cooperative Association, with 11 State or regional cooperative cotton associations as member units, and handling 2,100,000 bales of cotton its first year.
3. The National Wool Marketing Corporation, handling its first year approximately 35 per cent of the wool clip and 90 per cent of the mohair, with prospects for a large increase in the amount of wool handled this year.
4. The National Livestock Marketing Association, with 20 member units, handling last year approximately 58 per cent of the livestock sold cooperatively in the country and its patronage by farmers increasing steadily.
5. The National Pecan Association, with 20 member units.
6. The National Bean Marketing Association.
7. The National Beet Growers Association.

I believe that this brief account of the farmers' cooperative movement will indicate its significance in the lives of farm boys and girls. In all the cooperative development to which it is giving assistance, the Federal Farm Board is actually aware that control must rest with the farmers. It is only through their efforts, their leadership, and their understanding of marketing problems that permanent, successful cooperative organizations can be established. Thinking in terms of the welfare of future generations it is imperative that rural children should learn the basic principles of cooperation.

An Opportunity for Farm Children

If cooperation is understood and accepted by farm people generally, there are few limits to its possibilities. Particularly is this true if the rural schools can assist in developing for agriculture the latent qualities of leadership among young people in the country, which, under the present system, frequently find an outlet in some branch of industry.

The study of cooperation and the business problems involved can not fail to exert a tremendously broadening influence. Cooperation in agriculture is a system of transacting business. It includes questions of production policy, financial plans, legal questions, accounting, domestic and export trade, and the human relations involved in working as a group. The schools, of course, can not undertake to train export financiers or marketing specialists, they can not deal

with the details of merchandising or transporting farm products. But they can, it seems to me, greatly enlarge the horizon of rural children so that they may have a better appreciation of the relation of their community to other communities in the Nation and of our country to other countries in the world. This enlarged vision of his occupation is one of the contributions cooperation makes to the wide-awake farmer. It has the same or greater possibilities as an educational influence in the schools.

I submit in conclusion that the study of cooperation is a training in citizenship. We make progress by working together. We become better citizens to the extent that we think of the welfare of our community, State, and Nation rather than of our own selfish interests. Joint responsibility, joint action, and joint benefits are the underlying principles of cooperation.



Office of Education Survey Inquiry Receives 445,000 Replies

More than 445,000 teachers representing every one of the 48 States have already answered and mailed to the Office of Education the 1-page questionnaire which recently went out to the teaching world for the National Survey of the Education of Teachers.

Dr. G. C. Gamble, senior specialist in education surveys in the Office of Education, reports that all States have been cooperating 100 per cent in submitting returns, which are expected to go over the half million mark. New York, New Jersey, and Pennsylvania educators have responded exceptionally well, statistics show.

From 10,000 to 12,000 questionnaires are received daily at the Office of Education from teachers throughout the United States. A recent record weekend mail boosted the total by 30,000.

At the present time education specialists and a large staff of clerks are making basic analyses of the offerings of teacher training as revealed by the questionnaire data and catalog study. After this work is completed there will be visits to selected institutions for further study.

ON RURAL EDUCATION

The following important publications on rural education have recently been prepared by the Office of Education and may be purchased from the Superintendent of Documents, Government Printing Office, Washington, D. C.:

Rural Schoolhouses, School Grounds, and Their Equipment. Fletcher B. Dressler and Haskell Pruett. (Bulletin 1930, No. 21.) 20c.

Availability of Public-School Education in Rural Communities. Walter H. Gaumnitz. (Bulletin, 1930, No. 34.) 10c.

Ten Steps in the Promotion of Health in Rural Schools. James Frederick Rogers, M. D. (School Health Studies No. 14.) 5c.

State Direction of Rural School Library Service. Edith A. Lathrop. (Bulletin, 1930, No. 6.) 10c.

The Smallness of America's Rural High Schools. Walter H. Gaumnitz. (Bulletin, 1930, No. 13.) 15c.

County Library Service to Rural Schools. Edith A. Lathrop. (Bulletin, 1930, No. 20.) 15c.

Supervision and Rural School Improvement. Annie Reynolds. (Bulletin, 1930, No. 31.) 10c.

State Aid for School Consolidation and Pupil Transportation. Timon Covert. (Leaflet No. 3.) 5c.

Rural School Consolidation. Timon Covert. (Pamphlet No. 6.) 10c.

What Kind of Farmers Will Join Cooperatives?

Success of Agricultural Cooperation Varies in Direct Proportion to Extent of Farmers' Schooling, Study Shows

By B. T. MANNY

Senior Agricultural Economist, Bureau of Agricultural Economics, U. S. Department of Agriculture

COOPERATIVE MARKETING or cooperative purchasing does not seem to appeal with equal force to all farmers living within the areas served by cooperative associations. This is a matter of common observation. Observation, too, has suggested the possibility that cooperation appeals more forcibly to some classes of farmers than to others. To get more detailed information on this subject, the United States Department of Agriculture, in cooperation with the Division of Cooperative Marketing of the Federal Farm Board, has conducted a number of surveys, using the personal-interview method to get information from the farmers.

Schooling Important Item in Personal History

Not only were farmers' opinions sought on many questions pertaining to the successes and problems of cooperative marketing and purchasing, but various facts in their personal histories were gathered to help evaluate the replies to questions involving opinion. One of the most important items of personal history was the farmer's schooling. Of course, schooling is only one measure of education, using the latter in a broad sense, yet schooling is an objective fact upon which a large proportion of the farmers can give fairly accurate replies.

The accompanying table presents the result of surveys in five States. Agricultural conditions differed widely and types of farming ranged all the way from cotton plantations to truck gardens, from dairying to tobacco growing. The general trends indicated in this table are the same for each State involved though each also shows some more or less pronounced individual differences. The sample is large enough to carry considerable weight. On the other hand, because tenants who did not control the marketing of the crops which they grew were not interviewed, the sample is biased somewhat in favor of the economically more independent farmers. Those who were excluded by this limitation (in two States chiefly negro share croppers) were unquestionably less well educated in the schools; they were all tenants; they occupied the smaller farms; and, almost without exception, they have never belonged to farmers' cooperative associations. If their produce was marketed cooperatively it was because their landlords ordered them to dispose of it in that way.

Now let us turn to the table and note some of the significant details. The relationships stand out most clearly when the reader compares each percentage figure with the corresponding one in the total row at the bottom of each section. The percentages total horizontally so as to give the distribution by membership relations to the cooperative organizations. The greatest differences are seen in the classification by schooling. Those with little schooling are much less likely to be members of the cooperative associations than are the men with more schooling. Furthermore, those with more schooling are decidedly less likely to become actively dissatisfied with the cooperative associations that they once joined. This is indicated by the small proportion of ex-members among this group.

It is also interesting that other forces usually assumed to have a socializing influence upon the individual (memberships in church, and in social and civic

groups as shown by the present data) show greater differences in favor of memberships in cooperative marketing and purchasing associations than do tenure and size of farm. Length of farm experience (not presented in the accompanying table) does not seem to have much relationship one way or the other for the areas surveyed except that among the ex-members were found relatively a few more of the farmers of longest experience.

Schooling and the Cooperative-Minded Farmer

What is the significance of this showing from an education standpoint? It should be pointed out that even among the farmers who were college graduates, practically none had taken courses dealing specifically with cooperative marketing or purchasing. Most of these men left school before such courses were common in the schools. A considerable proportion of the college men specialized in subjects other than agriculture and comparatively

Comparison between schooling, size of farm, tenure, church memberships, social or civic club memberships of interviewed farm operators in five States, and their membership relations toward specific cooperative organizations under study

Basis of comparison	Farmers reporting, classified by their membership relations to specific cooperative organizations studied as—						Total	
	Members		Ex-members		Nonmembers		Number	Per cent
	Number	Per cent	Number	Per cent	Number	Per cent		
1	2	3	4	5	6	7	8	9
Schooling of farm operator: ¹								
Less than common or country school.....	611	45.8	206	15.4	517	38.8	1,334	100.0
Completed common but not high school.....	612	41.5	357	24.2	507	34.3	1,476	100.0
Completed high school but not college.....	256	58.7	77	17.7	103	23.6	436	100.0
Completed four years college or more.....	72	74.2	11	11.4	14	14.4	97	100.0
Total.....	1,551	46.4	651	19.5	1,141	34.1	3,343	100.0
Tenure:								
Owner.....	1,185	47.5	552	22.1	757	30.4	2,494	100.0
Tenant ²	371	43.3	100	11.7	386	45.0	857	100.0
Total.....	1,556	46.4	652	19.5	1,143	34.1	3,351	100.0
Size of farm:								
0-99 acres.....	696	44.2	271	17.2	608	38.6	1,575	100.0
100 acres or more.....	860	48.4	381	21.5	535	30.1	1,776	100.0
Total.....	1,556	46.4	652	19.5	1,143	34.1	3,351	100.0
Church membership:								
Member of some church society.....	1,203	50.1	471	19.6	729	30.3	2,403	100.0
Not a member of any church society.....	353	37.2	181	19.1	414	43.7	948	100.0
Total.....	1,556	46.4	652	19.5	1,143	34.1	3,351	100.0
Social and civic club memberships: ³								
Member of one or more such clubs.....	725	55.7	242	18.6	334	25.7	1,301	100.0
Not a member of any such clubs.....	831	40.5	410	20.0	809	39.5	2,050	100.0
Total.....	1,556	46.4	652	19.5	1,143	34.1	3,351	100.0

¹ Eight farmers were unable to give their schooling.

² Includes only those tenants who have control over the marketing of at least their own share of the crops that they raise.

³ Includes lodges, parent-teacher associations, community clubs, and other organizations of a social or civic nature to which the farm operator himself belonged.

few of the high-school graduates had taken any work in vocational agriculture. Thus specific instruction on cooperation was not of any consequence in the school curricula of these farmers.

It is not to be assumed from the data or the discussion that a person with good schooling necessarily will be a cooperative-minded farmer. In fact, in all areas surveyed, an occasional well-educated farmer (in terms of schooling) was found to be a bitter opponent of the cooperative way of doing business. The basis of the opposition was usually in the assumption on the part of this farmer that he was shrewder than his neighbors and that by buying and selling independently he could (under the protection of the cooperatives)

Farmers with better schooling seemed to be able to make readjustments more rationally and more readily. Blindly following out long-established practices was much less characteristic of this latter group.

In the second place, farmers of longer schooling were found to be more active and more conspicuous in promoting the welfare of their local communities. They had joined more clubs and civic organizations, and a larger proportion of them were church members than was the case among the farmers of limited schooling. A broader education may have played some part in this by training the recipients for places of leadership in all forms of community progress. Along with the exer-

schooling will always turn out a cooperative-minded farmer. There are many other factors in the environmental and perhaps hereditary background of the individual that may also contribute to the result. In the light of the existing evidence, however, there seems to be considerable probability that a greater proportion of young men entering the profession of farming after receiving at least a high-school training will develop into cooperative-minded farmers than will among those receiving less school training. Furthermore, education is emphasizing more strongly the social viewpoint, and the vocational agricultural high schools are offering subject-matter courses in agricultural cooperation. These may contribute to the expansion of the cooperative movement. The school system doubtless has a great opportunity to train future farmers who will have viewpoints that urge them into more cooperation with their fellow agriculturists.



Rural Vocational Schools in Porto Rico

A special teacher of social work, whose principal duty it is to visit families in the vicinity, study needs, and assist in the solution of social, economic, and sanitary problems, is employed in each "second unit" rural school in Porto Rico. These schools are chiefly agricultural-vocational schools, and they offer three years of instruction to pupils who have completed the "first unit" of six elementary grades. In some cases they admit adult students who can profit by the work offered in schools of this character.

Three hours each day are devoted to academic subjects. Home economics for girls and agriculture for boys are required subjects. Other vocational subjects, carefully chosen to meet the needs of pupils, are elective. The schools are intended to serve as community centers. Their principal purpose is, through education and vocational training, to improve living conditions in rural sections. Each "second unit" is provided with a library, and a reading circle is organized, often attended by parents and other adults. The community is encouraged to use playgrounds, which are lighted at night.

A society to fight illiteracy is organized in each "second-unit" school. In night schools groups of upper-grade pupils and adults are trained in best methods of teaching illiterates.



A "duplex club house," in which visiting and home teams may live together side by side for several days before meeting in competition on the athletic field, has been donated to Boston University.



Courtesy U. S. Dept. of Agriculture

MEMBERS OF A COOPERATIVE TACKLE A POTATO GRADING COOPERATIVE

Twelve thousand farmer's cooperatives are doing a two and a half billion dollar business annually, Chairman Stone tells in this issue. Cooperation is presented as the chief solution for our farm problems. But Doctor Manny finds that cooperation depends upon education. Better rural schools; these are the sine qua non of agricultural rehabilitation

do better for himself financially than would be possible if he joined these associations. And many of these men, judging from the strict individualistic viewpoint of their own incomes, were probably correct in their decisions.

These surveys seem to indicate that a longer period of schooling may have influenced the farmers in favor of the cooperative associations in two ways. In the first place, there is the relation of schooling to habit. The farmers of least schooling, on the average, were found to be slower to change their habitual methods of growing crops and livestock. According to their own reports this same class of farmers was the most habituated to the existing private marketing systems.

cise of such leadership (unless the motive is purely egotistical) a greater sense of social responsibility seems likely to develop. This group viewpoint is not entirely lacking among all farmers of limited schooling, however, for even among the least trained of these were found a few who had a well-developed social outlook. These are exceptions, however, not the rule. That a larger sense of social responsibility, which was found developed to a greater extent among farmers of longer schooling, would lead these men into the belief and practice of cooperation in buying and selling, seems a logical conclusion.

On the basis of this evidence one is not warranted in concluding that a better

• SCHOOL LIFE •

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JUNE, 1931

Promising Legislation for Rural Schools

The legislative trends which seem to promise most for rural schools are:

1. A recognition that all is not well with the existing conditions and a readiness to spend money in discovering the basic facts through survey commissions and other publicly controlled studies.
2. An awakening to the realization that fiscal systems of the States need reform and some provision of funds for State aid and equalization that repair part of the damage done to small school districts by changed economic and social conditions and population shifts resulting therefrom.
3. A new interest in school organization and administration that promises more consolidation, with greater powers to county superintendents and other evidences that units of school administration are more in keeping with the present status of highways and improved transportation are about to be developed.
4. Unmistakable evidences that the back-door routes into teaching are about to be closed, thereby shutting off a supply of certificated persons inadequately prepared who now find themselves unable to obtain positions in the better school systems but are able to sell their services to uncritical and incompetent rural school trustees.—Wm. John Cooper.



Drawing by Robert G. Eskel, Boys' Technical High School,
Milwaukee, Wis. Instructor, R. E. Cote

By SABRA W. VOUGHT

Librarian, Office of Education

In *Educational Administration and Supervision* for April appear Dr. W. C. Bagley's Detroit speech on The Textbook in American Education, and the "comments" on the same subject by P. A. Knowlton, of the Macmillan Co. ★ ★ ★ That the newest ideas in education are not entirely new is shown in a brief article in

the *School of Education Bulletin*, published by the University of Michigan. A Unique Educational Experiment, by Raleigh Schorling, describes the pioneer efforts of Robert Owen and his son in establishing a school at New Harmony, Ind., 100 years ago. Many modern tendencies in education were then foreshadowed, as, for example, the "self-governed" or "child-centered" school; the infant school; the kindergarten, which was the first of its type in the western world. There was also an argument for centralized schools, a night school promoting adult education, and a program of industrial education. There was a plan for science instruction in the grades, and a revolt against a compulsory study of the classics in secondary education. ★ ★ ★ Data on Vocational Training and the United States, prepared by G. H. Schultz, legislative reference service of the Library of Congress, appears in the *San Francisco Teachers Bulletin* for April. The author traces the legislation concerning vocational training, giving the history of the Smith-Hughes law and the Federal Board for Vocational Education. The participation of the Federal Government in vocational education is shown by statistics, and the types of schools established for vocational training are described. ★ ★ ★ It is sometimes interesting to know how we appear to strangers. In the *Scottish Educational Journal* for April 24 is an article by a Scotchman, Alex. B. Taylor, on The National Education Association of the United States of America. He recently visited this country and attended the Detroit meeting of the association. He discusses and compares the educational activities of the United States and Scotland and lets the reader draw his own conclusions as to which is preferable. ★ ★ ★ The *Educational Record* for April contains the brilliant address made by E. W. Butterfield at the Detroit meeting of the National Educational Association. Under the caption, The School and the Community, he discusses the children who are bright and dull in school, and their success or failure in after life. Many concrete illustrations enliven the address, making it almost as interesting to read as it was to hear. ★ ★ ★ The inaugural address of President Sproul of the University of California, appears in full in the *Educational Record* for April. ★ ★ ★ In an article on American Education in the *Atlantic Monthly* for May Albert Jay Nock compares our school system with those of the French and Belgians and concludes: "Yet the fact is that with relatively poor equipment, with no better raw material and no better pedagogy than ours, French institutions turn out extremely well-educated men, and ours do not. The root idea or ideal of our system is the very fine one that educational opportunity should be open to all. The practical approach to this ideal, however, was not planned

intelligently, but, on the contrary, very stupidly; it was planned on the official assumption that everybody is educable, and this assumption still remains official." ★ ★ ★ "Do undergraduates of to-day read the latest works on science, international affairs, and politics? Are they interested in Russia and India? Do they read detective stories? Have they any interest in the worthwhile authors of yesteryear?" These are the challenging questions discussed by Malcolm O. Young, reference librarian of Princeton University, in the *Princeton Alumni Weekly*, April 17. After painting a rather dark picture of the situation, he concludes with the statement, "In general, it may be stated that the type of reading has improved, and that the average student probably reads and owns more books than he did 20 or even 10 years ago." ★ ★ ★ A summary of the progress of rural education in 1930, by W. H. Gaumnitz, specialist in rural education problems, United States Office of Education, appears in *The Nations Schools* for April. ★ ★ ★ Under a caption A Library That Thinks, Lyman Beecher Stowe has written an interesting article on the Library of Congress for the May issue of the *Bookman*. Special mention is made of the fine service given by the various reference divisions and the consultants in the different subjects. Tribute is also paid to the librarian who by his ability and foresight has built up such a magnificent organization. ★ ★ ★ A somewhat neglected phase of school work is discussed in the *Nations Schools* for April. C. E. Reeves, under the title Promoting Efficient Janitorial Service, gives many practical suggestions for the care of the school building and its equipment. ★ ★ ★ Several of the papers presented at the meeting of the Progressive Education Association in Detroit in February are published in the April issue of *Progressive Education*. Some of these are: A Theory of Progressive Education to Fit the Times, by W. H. Kilpatrick; Education and International Understanding, by Harold Rugg; The New Secondary School, by Goodwin Watson. ★ ★ ★ The *American Federationist* for May is devoted to children and child health. The editor urges that May Day be dedicated to planning for the welfare of the Nation's children. Articles on many phases of child welfare are written by such distinguished leaders as Grace Abbott, on Safeguarding the Rights of Childhood; Dr. Ray Lyman Wilbur, on Costs of Medical Care and Child Welfare; Judge James Hoge Ricks, on Juvenile Court; Dr. Louise Stanley, on Adequate Food for Children; Frances Perkins, on the State's Responsibility For Its Working Children; Ada Hart Arlitt, on Training Parents, and many others on topics equally important. This number of the periodical is a contribution of value to the literature of child care and welfare.

Health on Wheels

Children of Los Angeles' Far-Flung School District Eagerly Await the "Healthmobile" Dental and Eye Clinic

By VALERIE WATROUS

Office of Superintendent of Schools, Los Angeles, Calif.

THE DENTIST'S CHAIR can be a coveted seat of honor, members of the dental profession find when they enter the service of the Los Angeles city schools. A revolution in the youthful view of dental work, usually regarded as a painful ordeal, has come about through the introduction of the "healthmobile," or "caravan of mercy," as these vans are sometimes called.

When other little girls and boys in the class are "waiting for the van to come" there is no reluctance about joining the group singled out by the school nurse as needing dental attention. And when the healthmobile arrives there is no lagging of feet. Even those who have had previous experience with the shining rows of steel explorers, ranging across the little swinging shelf in the dentist's office, report as promptly for the appointment as those others who climb into the big chair for the first time.

While the vans have made dentistry and eye testing a popular pastime with the children, they were not designed with quite that thought in mind. In the same manner in which other methods of education have been adapted to the school needs these vans came into being to serve the children in outlying districts.

Huge School District Demands Van

When Dr. Sven Lokrantz, recently elected president of the American Association of School Physicians and who has for many years occupied the post of director of health and corrective physical education for the Los Angeles city school district, first proposed the building and equipment of the healthmobile, the suggestion was looked upon with some skepticism by the then board of education.

But unusual conditions demand equally unique remedies. Since the city district persisted in growing like Jack's beanstalk, but not in the same direction, some means of taking care of needy children in the bordering communities had to be devised. Like prodigal sons of old, these new sections came in with their debts and their problems and dumped them at the feet of the board of education.

"Here we are," they said in effect. "Please give our children the same advantages as those who live within the city district. We can't afford to do it with our limited school population and our still

more restricted finances, but you already have this great program of education in which we would like to share."

Comprising the largest city school district in the United States, the high-school district alone extends over an area of more than 1,000 square miles, so it is not only difficult, but in many cases impossible for parents to take their children to the dental and eye clinics in the city.

But to bring that service to these needy children was a problem that could be solved by such a van as Doctor Lokrantz had designed.

Equipment of Healthmobile

When the first healthmobile was completed it made camp in a school yard some 12 miles from the nearest Los Angeles clinic. During a stay of 5 weeks the children from surrounding schools came to the yard for treatment. At once the healthmobile was acclaimed by teachers and members of the parent-teacher association as the logical solution of an acute problem in the physical welfare of the children.

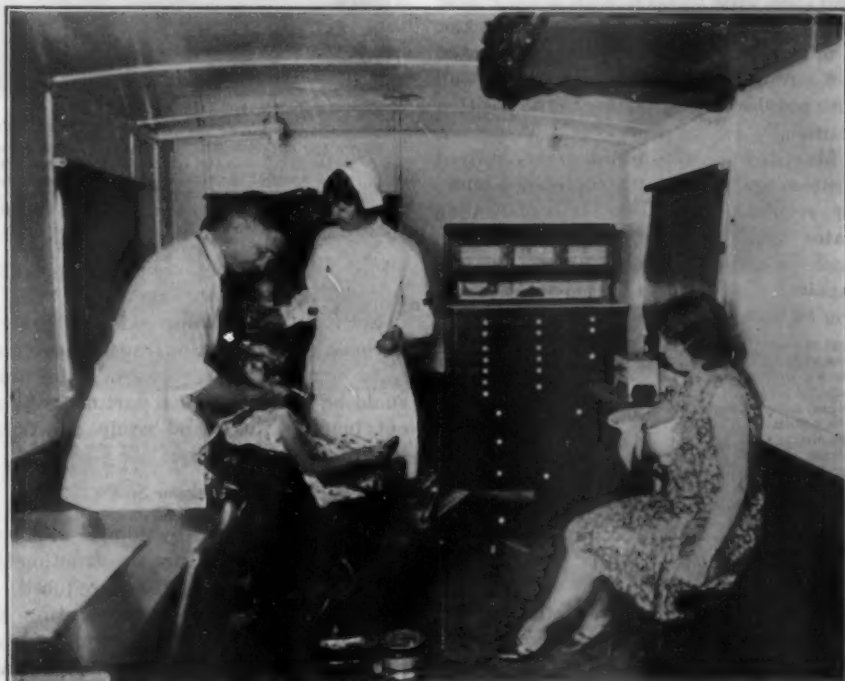
Prior to the date of the van's arrival a

notice is sent to schools in the district where it is to stop. The school nurse examines and makes a list of all children needing care in her institution. When the van rolls into the school yard, it is a matter of arranging the appointments so that there will be no interference with class work.

Each van is equipped with a complete dental office, a desk for the nurse who assists the dentist, and a room for testing the vision of pupils. While the structure, which is actually a house on wheels, is but 14 feet long, distance is obtained through the reflectors used by modern oculists.

No medical treatment is given the children. Those who need more than dental service, or eye examinations and glasses, are sent to the big clinics in the city where the best of professional services are available without cost.

The parents of each child to be given dental or eye treatments are required to sign a release consenting to the treatment. It is, therefore, quite usual for a mother or father to come to the school yard when their child is to meet his appointment. These visits are welcomed by the school



Courtesy Eyre Powell Press Service

CHILDREN ARE ACCOMPANIED OFTEN BY THEIR FATHER OR MOTHER

Parents of each child to be given dental or eye treatments are required to sign a release consenting to the treatment. Visits of parents are welcomed by the school practitioners since they afford an opportunity to impress upon them the importance of daily use of the toothbrush.

practitioners, since such visits afford an opportunity to teach sanitation and impress upon the adults the importance of daily use of the toothbrush and other hygienic measures.

Parents are charged 10 cents for each treatment or pair of glasses furnished. These fees are turned over to the local branch of the parent-teacher association, the board of education bearing all the expense of operating the van and supplying the materials needed by the dentist and oculist. In this manner parents, many of whom are foreigners, are made to feel that they have at least paid something for their child's care; that it is not quite a charity service. This also had a better moral effect among the school children, officials quickly discovered.

Plan More Vans

Each van (there are now two in the service) consists of a sturdy body of rigid construction, mounted on a truck chassis. The walls and roof are of ply-metal panels and doors and windows are of quarter-inch polished plated glass. All doors are fitted with heavy hinges and catches for holding them in position when they stand open, and with bolts at top and bottom to hold them firmly in position when closed. Doors are also fitted with heavy cylinder locks to operate from either side. All windows open vertically with locking devices for holding them in position, and are equipped with curtains. Outside steps are of the folding type and supplied with an operating device. Each unit is provided with lockers, with a shelf near the top, and six coat hooks to each locker. A mirror of polished plate glass, encased in a strong frame, is mounted on the wall with provision for adjusting to the position desired.

Mounted on a pedestal in an upright position and fitted with a pressure pump for regulating the flow is a 50-gallon water tank made of heavy galvanized steel. There is a second tank of like capacity fitted beneath the body of the van to take care of the waste water.

Cost of chassis.....	\$2,377.50
Cost of body.....	1,299.50
Clark's dental unit with engine complete, special size.....	400.00
Dental cabinet, specially built.....	250.00
Low plinth.....	12.00
Eye chart.....	40.00
Mirror.....	25.00
Eye lenses, set.....	60.00
Stool.....	10.00
Built-in desk.....	35.00
Built-in shelves.....	45.00
Hose.....	35.00
Instruments.....	150.00
Total.....	4,739.00

The excellent services rendered through the healthmobile has made it one of the valuable assets of the Department of Health and Corrective Physical Education of the Los Angeles city schools. Urgent and repeated requests from school principals are sent in to the department that one of the vans be assigned to this or that particular section. These requests are sufficiently frequent to keep



Courtesy Eyre Powell Press Service

THIS "HEALTHMOBILE" MAKES DENTISTRY AND EYE-TESTING POPULAR WITH THE CHILDREN. Even the children who have had previous experience report as promptly for the appointment as those who climb into the big chair for the first time. As a result of the work done by Doctor Lokrantz in Los Angeles, Americans of Swedish parentage in Los Angeles and vicinity fostered the building of a Lokrantz Ambulatory Clinic for the needy children in the northern part of Sweden which was sent as a gift to the children and is now in operation in the communities where children's teeth have never been cared for.

all of those in this service constantly engaged during every school day.

Because of the unprecedented growth of the school population, especially in outlying communities, several of these units could be used and it is a part of the present plan to build and equip additional vans in the near future.

Dentists Welcome Service

Since we all "learn by doing," it is now recognized that in future construction the initial cost could be greatly reduced, as well as maintenance and operating expense, if the engine were eliminated from the chassis. This would also afford space for additional equipment within the van itself.

After the first health unit had completed its initial camp, which extended over 5 weeks, it was moved on into a section known as the San Fernando Valley, a fertile district extending some

40 miles out from the center of the city. This section, also within the limits of the Los Angeles city school district, demanded the van's specialists for more than 5 months. Here there are a large number of schools widely separated.

So popular was the service rendered that the school principals' club of the San Fernando Valley voiced its appreciation, and asked the board of education to supply a caravan which might be kept in service in that part of the district throughout the school year.

It has been found that children and their parents, as well as the teachers, have raised their health standards as a result of the healthmobile's visits. The fullest cooperation has been given the school officials and the children assigned for treatment rather boast of the distinction they have achieved.

There has been no criticism voiced or implied by the dentists and eye specialists

where the van operatives have served. Since this service is given only to children of indigent parents, members of the professions feel that through this work they have been spared the necessity of giving their own services without compensation, and that they gained rather than lost through the operation of the van.

Send One To Sweden

Only men and women of high professional standing are engaged for this work. In addition to their professional background Doctor Lokrantz emphasizes the fact that they must be interested in the welfare of children. As a result of these requirements there is a sympathetic feeling between them and the children they serve.

Last year Americans of Swedish parentage in Los Angeles and vicinity fostered the Lokrantz Ambulatory Clinic for the needy children in the northern part of Sweden. This clinic was built and sent as a gift to the children of Sweden, and is now in operation, doing much good work among the communities where dental work has never been done and where children's teeth have never been cared for.

In recognition of Doctor Lokrantz's work in the cause of better health among school children, he was knighted last year by the King of Sweden.



Two Pamphlets on Safety Education

Two publications on safety education eminently useful to both school officials and teachers have just been completed, *A Guidebook for Safety Education*, and *Safety and Health in Organized Camps*. Both have been prepared by the National Bureau of Casualty and Surety Underwriters, 1 Park Avenue, New York City and are sold at cost.

William John Cooper, U. S. Commissioner of Education, has written the introduction to the guidebook: "Fellow teachers: I am hoping that the course of study submitted herewith may prove of use to you in schoolroom practice. * * * I was delighted when the National Safety Council offered to prepare a course of study materials and distribute a bulletin at the actual cost of printing."



Education of the adult has made progressive strides in Czechoslovakia during the past 10 years.

Since 1919, when the Czechoslovak State came into being, schools for grown-ups have increased in number from 3 to 45. Government control of adult education is reported to be organized by 10,893 local committees and 555 associated educational boards. Nearly 4,000,000 persons, in one year, attended lectures arranged by these committees.

Concerts in Milwaukee Schools

By HERMAN F. SMITH

Supervisor of Music, Milwaukee Public Schools

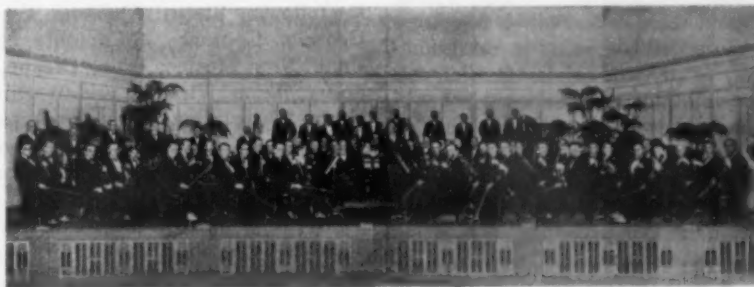
IN ORDER to develop an appreciation of good music on the part of its school children, the Milwaukee Board of School Directors for the past five years has sponsored a series of young people's concerts, which up to the present year have been played by the Chicago Symphony Orchestra under the direction of Frederick Stock.

Some weeks before each concert Mr. Stock selected a program from phonograph-record material found in the equipment of each school building. This program, with teaching suggestions, was then presented through the department of music appreciation to the classroom teachers who in turn instructed their pupils. All children from the fourth to the eighth grades heard the music, but appeal to attend the concert was made especially to pupils of the upper three grades. Tickets at a uniform price of 35 cents were apportioned each school. Thirty-six hundred seats in the Milwaukee Auditorium were used for the first concert. For the second concert of the year 1,000 seats had to be added. For the next six concerts the entire auditorium seating capacity of 6,500 was used to meet the demand.

Meanwhile, Milwaukee had been developing its own symphony orchestra, under the direction of Frank L. Waller, so this year the board of school directors

tried an experiment. By using the Milwaukee Philharmonic Orchestra, it was possible to have the children assemble in four different sections of the city at the auditoriums of various high schools, and to each group was played the same program. This plan not only eliminated the necessity of pupils traveling long distances, especially during the late afternoon rush hours, and it brought to the smaller audiences a feeling of intimacy and unity, which to some extent was lacking in the very large hall. By having two concerts played in one afternoon on two successive days, it was possible to reduce the cost to 25 cents for each pupil.

What happens at any one of these young people's concerts? The audience, eager with curiosity and anticipation, is on time. It is alert. Response is brisk and intelligent as the program, thoughtfully chosen, is carefully played. The director smiles and occasionally gives a word of commendation. The orchestra members smile too, and seem to mirror the enjoyment of the children. A song toward the close arouses a creative interest and gives an opportunity for a little relaxation. The concert is over, and applause rises high. The children put on their hats and coats and go home with melody ringing in their ears and that, after all, is how appreciation of good music begins.



THE MILWAUKEE PHILHARMONIC ORCHESTRA

IN

SPECIAL CONCERTS FOR SCHOOL CHILDREN

AT THE

WALKER JUNIOR HIGH SCHOOL

RIVERSIDE HIGH SCHOOL

ADMISSION 25c—NO RESERVED SEATS

"SEND THEM HOME HUMMING A SONG"

Posters advertise the concerts which the Milwaukee Philharmonic Orchestra plays for pupils of Milwaukee schools. To enable children to hear great music played by a splendid musical organization is in Milwaukee's opinion, the surest way to arouse in them a love for the world's orchestral masterpieces.

How Legislators are Improving Rural Schools

Review of Laws Passed During Last 10 Years Shows that States are Insisting that Country School Systems Must Operate on Businesslike Basis

By WARD W. KEESECKER

Associate Specialist in School Legislation, Office of Education

RURAL SCHOOLS, like city schools, have felt the impact of modern business methods. During the past 10 years legislators have endeavored to improve educational conditions in rural communities by demanding more business efficiency and economy in local school administration.

For many years the principle that school facilities and school costs should be equalized as far as practicable throughout the State has been widely accepted. In application of this principle provision for additional funds to aid financially weak communities has been regarded as proper. However, most of the new sources and methods of increasing school funds thus far suggested involve additional taxation; and in view of the general increase in tax burdens, low valuation, and the waste resulting from a lack of organization for business efficiency in rural school administration, legislators have been reluctant to impose additional taxes. Hence they have asked: How can education in rural communities be improved without substantially increasing taxation? Consideration of this question is timely, and from the standpoint of the taxpayer it is always a popular theme.

Superintendents Must Have Business Skill

The great mass of legislation for larger school administrative units in rural communities, State aid to districts of low assessed valuation, consolidated schools, school budgets, longer school terms, higher standards for teachers, better school buildings, pupil transportation, and tuition are conclusive evidence of the application of the principle of business efficiency and economy in rural education.

Only a general review of legislation during the past decade for promoting efficiency and economy in rural education can be given here.

North Carolina and Virginia recently required their respective county and division superintendents to possess business qualifications and executive ability. California, Kentucky, and Tennessee provided for county-wide or cooperative purchasing of school supplies. North Carolina required counties to operate schools on a businesslike and efficient basis. Oregon required all school corporations to employ systematic accounting and reporting. In 1931 Arkansas, Idaho, and Kan-

sas required all school districts to establish school budgets and to keep within them.

Trends Toward Larger Units

Legislation providing State aid to rural communities on condition that they maintain certain prescribed minimum standards reveals how intimately legislators can touch and quicken education in those communities. In recent years legislators have secured additional State funds for use in improving educational facilities in rural school districts which have low assessed property valuation. Moreover, they have developed better systems of distribution and administration of school funds. Legislation resulting in increased State aid to financially weak rural districts appeared in a large majority of the States during the past decade. Some of these States are: Alabama, Arizona, Arkansas, Florida, Georgia, Illinois, Indiana, Kentucky, Maine, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, New Jersey, New Mexico, Nevada, New York, North Carolina, North Dakota, Ohio, Oklahoma, Pennsylvania, Rhode Island, South Dakota, Texas, Utah, Vermont, Virginia, Wisconsin, and Wyoming.

Legislative provisions for increasing school administration on a county-wide basis appeared within the past decade in the following States: Alabama, Arkansas, Georgia, Kentucky, Minnesota, Mississippi, New Mexico, Ohio, Oregon, Tennessee, Texas, Virginia, and Washington. Current legislation to this end generally includes: (1) Provisions for increasing the powers and functions of county school officials and organizations already established; or (2) provisions which authorize counties by a vote of the electors to merge or consolidate their school districts into a county school unit.

Progress toward the county unit system through the second method has been

rather slow. District school systems are deep rooted. Educational administrative functions long vested in district authorities are released to county authorities with great reluctance.

In connection with county-school administration it is noteworthy that increased qualifications of county superintendents were established during the decade by legislative enactments in Alabama, Arkansas, Indiana, Kentucky, Maryland, Mississippi, Montana, New Mexico, North Carolina, Virginia, Wisconsin, and Wyoming. Furthermore, legislation providing higher salaries for county superintendents appeared in the following States: Arkansas, Colorado, Illinois, Iowa, Kentucky, Maryland, Minnesota, Mississippi, Missouri, Montana, New Jersey, New Mexico, North Carolina, Pennsylvania and Texas.

Better Rural School Buildings

Legislation providing for raising the qualifications of school teachers and supervisors appeared in approximately one-half of the States: Arizona, California, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Maryland, Michigan, Minnesota, Mississippi, Nebraska, New York, North Carolina, Oregon, Pennsylvania, South Dakota, Utah, Virginia, West Virginia, and Wisconsin. This legislation has tended to improve all schools, rural and city.

Legislatures also have shown a decided tendency to develop normal schools into 4-year teachers colleges. Among the States which have evidenced this tendency during the past 10 years are: Arizona, Arkansas, Georgia, Indiana, Kentucky, Maine, Ohio, Oregon, Pennsylvania, Texas, Utah, West Virginia, and Wisconsin. In 1931 Maryland normal schools were required to provide three years of training before graduation.

A Decade of Progress in Rural Schools
(Prepared by Walter H. Gaumnitz, Office of Education)

Item	1918	1928
Total number of 1-teacher schools.....	195,397	153,306
Total number of consolidated schools.....	5,349	17,004
Total number of pupils transported.....	¹ 350,100	¹ 250,574
Amount spent for transportation.....	² 7,960,966	⁴ 39,952,502
Total number of schools offering high-school work ³	11,276	13,934
Total enrollment in rural high schools ³	696,758	1,184,257

¹ Data from 32 States.

² Data from 31 States.

³ Data from 36 States.

⁴ Data from 45 States.

⁵ Located in centers of 2,500 or fewer population.

Commissioner Cooper, 2,000 Miles Away, Opens Parent Conference by Radio

During the decade legislation providing for reorganization of school districts or for joint district construction and maintenance of consolidated school buildings appeared in many States. Some of the States which enacted such provisions are: Arkansas, California, Florida, Georgia, Illinois, Indiana, Kansas, Maine, Mississippi, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Jersey, North Dakota, Oregon, Texas, Utah, Wisconsin, and Wyoming.

Legislation providing for adequate and modern school buildings in rural districts has been a feature of the recent decade. Many States have provided for improvement of rural school buildings in laws which govern distribution of State school funds. Some States have established special school building funds for the aid of financially weak rural communities. Arkansas, Delaware, North Carolina, and Tennessee are examples. Significant legislation looking toward improvement of school building standards in rural communities was enacted in California, Florida, and New Jersey, three States which insist on a large measure of State direction and supervision in schoolhouse planning and construction.

During the decade many States have encouraged longer school terms in rural communities by prescribing certain minimum school terms as a prerequisite for granting of State aid. Efforts to lengthen the school term in rural communities in this way appeared in Alabama, Kansas, Kentucky, Michigan, Minnesota, Missouri (1931), Montana, New York, North Dakota, Oklahoma, and Wisconsin.

Many States have also raised the maximum compulsory attendance ages and have increased the educational requirements for labor permits and for exemptions from school attendance.



World Federation at Denver

Reports on the study of international cooperation through education will be made and definite programs of instruction will be presented at the fourth biennial meeting of the World Federation of Education Associations in Denver, Colo., July 27-August 1, 1931. Practically all countries will be represented at the convention.



Practice Teaching at Model Rural School

A model rural school has been established five miles from Barron County Rural Normal School, Rice Lake, Wis., where practice in teaching and supervising is obtained by the normal school students.

A RADIO ADDRESS from San Diego, Calif., to Hot Springs, Ark., nearly 2,000 miles distant, by William John Cooper, United States Commissioner of Education, opened the two-day National Conference on Parent Education at Hot Springs, May 1. Approximately 500 parent-teacher and civic organization leaders were assembled to hear the welcoming message.

Commissioner Cooper, speaking on Mother's Head Plus Mother's Heart, asked for "earnest thought and unprejudiced counsel in furthering the cause of helping parents, not displacing them. Far seeing are those who would educate parents to the responsibilities facing them in a modern world."

Parent education was discussed from many angles by both lay and professional leaders in the conference which immediately preceded the Thirty-fifth annual convention of the National Congress of Parents and Teachers. The two-day conference was presided over by Miss Bess Goodykoontz, Assistant United States Commissioner of Education, and discussions were based on changing backgrounds of home and family life, parent education problems at different ages of children, professional training of leaders in parent education, and utilization of existing forces for parent education.

George D. Stoddard, State University of Iowa, asked "what kind of persons do we want to enter the field of parent education?" "To no one type is given the pedagogical apple of perfection," he said. "They may be old, young; tall, short; thin, stout; blonde, brunette; and different in race, family history, and culture and still be successful. She very distinctly possesses, let us hope, really superior knowledge and insight. It is a long step from the social tea party level to parent education at the professional level."

Addressing the conference on changing social and economic conditions and their influence on the home and family life, Lawrence K. Frank, New York City, said, "When men accepted women into business and industrial life they received into their closely guarded citadel of masculine dominance a gift as disastrous as the wooden horse of Troy. No woman who has worked in an office or a factory with men can naively cherish the old pictures and beliefs either about men or about the extraordinarily complex and difficult work of men."

"The modern woman is rapidly becoming a real person and not a symbol," the conference attendants were told by A. M. Harding, University of Arkansas, in an address stressing relation of science to changes in the home.

Miss Elise Martens, Office of Education specialist, talked to the conference about mentally and physically handicapped children in the United States. "Their numbers are beyond the 10,000,000 mark," she said "and if we could place them in a row 2 feet apart the processional line would reach from San Francisco to New York and back to Cleveland, Ohio." Miss Martens reported that there are waiting lists at State institutions for the feeble-minded ranging from 100 to more than 2,000 at each.

Other speakers were: Flora M. Thurston, National Council of Parent Education, New York City; Grace E. Frysinger, Department of Agriculture; L. R. Alderman, Office of Education; Ada Hart Arlitt, University of Cincinnati; Ellen C. Lombard, Office of Education; Henry E. Barnard, White House Child Health Conference; Dr. Caroline Hedger, Elizabeth McCormick Memorial Fund, Chicago; Gertrude Laws, Los Angeles; C. A. Fisher, University of Michigan; and Julia Wright Merrill, American Library Association.

The White House Conference "Children's Charter" formed the basis for the program of the National Congress of Parents and Teachers Convention. Three of the resolutions adopted by the Congress were directed to the Office of Education, one urging a rural school survey, another a survey of mentally and physically handicapped children, and a third expressing the support of the National Congress of Parents and Teachers in any movement to create a Federal department of education.



Makes Literature Study

The Committee for Better Current Reading, William S. Gray, chairman, is sending Miss Mabel A. Bessey on a tour of research among high-school English classes throughout the United States to study what is being done, and what can best be done, to raise the level of interests in contemporary literature. Miss Bessey has for some years been chairman of the English department of Bay Ridge High School, Brooklyn, N. Y., but is on sabbatical leave this year. Miss Bessey is the editor of *Current Literature* and *The Magazine World*.

Teaching the Piano by Radio

More Than 75,000 Enroll in Courses Over the Air and Learn That the Piano is a Friend and Not a Taskmaster

By OSBOURNE McCONATHY

Broadcaster of "Music in the Air" series and author of "Music Education," Chapter IX, Biennial Survey of Education, 1928-1930

THE NATIONAL BROADCASTING CO. is conducting an interesting experiment. The object is to encourage people to play the piano, and the radio is used as a means to that end. The plan does not assume that piano playing can be taught by radio. Indeed, nothing is assumed except that there is a widespread hunger for musical self-expression. And on this initial assumption the National Broadcasting Co. has undertaken to get into touch with these music-hungry people and to lead them to the first simple attempts at music making.

Two approaches are being tried, one through entertainment and the other through instruction. On Saturday mornings at 11.30 o'clock Dr. Sigmund Spaeth broadcasts over WEF and associated stations a half hour of sparkling entertainment known as the "Keys to Happiness." A number of musical amateurs who have attained celebrity in various other walks of life add to the interest of the period by playing for the radio audience. Incidentally Doctor Spaeth shows his audience that a large number of familiar songs may be sung to the accompaniment of a few simple chords, and in this way encourages them to piano playing by leading them to try these chords.

Receive 75,000 Applications

The other approach, through instruction, has been placed under my direction. My aim is to lead the radio pupils to accomplish a certain limited objective and through their satisfaction in this achievement encourage them to continue their interest and their efforts. The half hour devoted to this broadcast is called "Music in the Air," and is given on Tuesday afternoons at 3 o'clock over WJZ and associated stations.

Each of these approaches consists of a series of six broadcasts. A chart has been prepared. On one side the material for the six steps of the "Music in the Air" course is given and on the other side the material for the "Keys to Happiness." The charts are distributed without cost to anyone who writes for them to the National Broadcasting Co. Up to the close of the first series of six weeks there were slightly more than 75,000 requests for these charts. The letters came from every section of the country except the Pacific States, which are not included in this network. A special series of similar broadcasts is projected for those States.

A second series of six broadcasts will follow immediately upon the close of the first, and plans are under way for resuming activities next fall on even a larger scale.

Housewives and Children

Among the letters requesting charts are thousands which reveal an almost pathetic eagerness to take advantage of this opportunity to learn something about piano playing. Anyone who fears that the present machine age will stifle the human desire for activity and self-expression should read some of these letters. It is made most apparent that no amount of vicarious experience can supplant the wish to do for ourselves. Because the Tuesday afternoon broadcasts are given at a time when most schools are in session, the membership in the "Music in the Air" class is predominantly adult, and because in mid-afternoon, chiefly women. Nevertheless, a large number of children have somehow managed to enroll and they are following the instruction with striking enthusiasm. These children certainly are not blasé. They fall mainly under three classifications: Those whose parents

are too poor to pay for lessons; those in remote districts where piano teachers are not available; and those who have failed to take advantage of earlier instruction but find this new approach more stimulating or who regret their former indifference and wish to convince their parents that another opportunity will receive more earnest response.

Thousands of letters from women, mostly housewives, reveal an eagerness to follow this instruction which amounts almost to soul hunger. Many are in out-of-the-way places where their desire for æsthetic outlets is thrust back upon them until this avenue for release is hailed as a godsend. Others tell us that all their lives they have wanted to play, but never before has the way been open to them. A large number write that they absorb the instruction and then pass it on to their children when they come home from school.

Method of Teaching

Now, just a word as to how my broadcasts are given.

Every broadcast follows a definite lesson plan: Review, the new problem,



SEVENTY-FIVE THOUSAND TAKE PIANO LESSONS FROM DOCTOR McCONATHY

"In my broadcasting," writes Doctor McConathy, "I place myself mentally in the attitude of actually talking to those who are at the receiving end, and I find that I am able in imagination to see and hear the pupils as they follow my directions. I have no consciousness of space or distance. It is all simply another pleasant classroom association."

and the practice assignment. The charts show pictures of the hands in position at the keyboard. They reduce the amount of verbal explanations and give visual help to the students in following directions. Rhythms are taught through scanning the words of the songs. Notation is introduced through associating the playing experience with its printed representation. Every effort is made to bring about manifold coordinations of ear, eye, and hand. Practice between broadcasts is stimulated by suggesting interesting problems to be worked out at the keyboard. As a part of each demonstration there is a brief piano recital of beautiful but simple music. The suggestion is made to the radio audience that with continued study they, too, can learn to play these and similar selections within a reasonable time.

Making the Piano a Friend

Of course, the plans do not in any way contemplate supplanting the piano teacher. On the contrary, in every possible way, both indirectly in the manner in which the instruction is given and through direct suggestion, the pupil is urged to continue his studies with a capable teacher. We are trying to show him that to the degree of a pleasant and enjoyable experience piano playing is not beyond his attainment. We are trying to break down the unfortunate impression that only a person of extraordinary talent can learn to play, and then only by a devotion, effort, and sacrifice which are out of the question for most of us. We aim to make it clear that in a brief time and through pleasurable activity anyone can easily learn to play a few simple compositions. We want to make the piano a friend, not a taskmaster.

As a result of this attitude on our part, the piano teachers of the country are showing an intense interest in the whole undertaking. They have grasped the fundamental purposes of our experiment quickly and clearly. A goodly proportion of our enrollment has come through the suggestions of piano teachers. No finer nor more convincing indorsement could be given us than the statement made by Ernest Hutchison, dean of the Juilliard School of Music, when he broadcast his unqualified approval of our work. And the same kind of approval has come from teachers all over the country. Several associations of piano teachers have officially offered us their assistance. The public schools, too, are beginning to work out plans to take advantage of these broadcasts, and already a number of piano classes have been organized in the public schools and during school hours.

Train Leaders for Courses in Etiquette, Conversation, and Discussion

By ELMER C. JONES

Director of Adult Education, Long Beach, Calif.

CCOURSES IN ETIQUETTE, conversation, and discussion are attracting many men and women to Long Beach, Calif., adult education classes. These are merely three in a long list of courses offered. So extensive has the demand become that the necessity of training both teacher leaders and student leaders for the courses confronts the administration.

In etiquette the purpose is to enable the individual to live comfortably in his own particular environment, to arouse in him a desire to develop good form in speech and charm of manner, and to acquire a knowledge of social amenities.

Practice in these forms of social procedure and a discussion of their effectiveness, together with questions pertaining to definite life situations, give a comprehensive knowledge and skill in the enterprise of life, enabling him to act as a leader.

Conversation Educational

Recognizing that conversation is an important aspect of our living together, particular emphasis is placed in this course upon the study of individual differences. Reactions to personal characteristics are studied drawing the distinction between manner and mannerism in speech. Few people discuss. Everybody attempts conversation.

Conversation is an educational activity which does not wait for club meetings, forum formalities, or even bridge parties. It is continuous and lifelong. It is the chief means by which every adult may be educated.

This is adult reeducation reduced to its lowest terms. Why not begin here? We can if we learn how to converse. If adults grow up conversationally they may more quickly grow up emotionally and intellectually. They may begin their own education and possibly start the reeducation of another if they begin on the next person they meet.

Magazine Articles Offer Subjects

The content of the course in conversation must necessarily diverge into many fields to make the study complete. It must take up English to provide a selective vocabulary that will express the finer shades of meaning, a vocabulary to use, not merely to possess. It must encourage the acquisition of words and phrases which

are the currency of social intercourse bearing the stamp of proper usage. A speaking acquaintance with the best authors is also necessary, since it is a quite indispensable conversational "bait." Psychology enters the course as a study in adjustment of self to others, which is an adjustment necessary before ideas can be exchanged. Philosophy is there, too, contributing a wholesome attitude.

A course in the techniques of leadership of discussion was conducted by Lyman Bryson, executive director of the California Association for Adult Education, which is undertaking extensive experimental work in developing discussion groups. This course was open to teachers, various group leaders, and others interested.

Magazine articles of a controversial nature served as the basis for discussion. How to analyze opinions and how to discuss were explained and demonstrated by Mr. Bryson during the six weeks of instruction. Then the group, under the supervision of the same teacher-leader who has charge of the training of student leaders, proceeded to practice discussion. A topic and a leader from the group were selected by the group for each session.

How Course Is Conducted

The leader opened the topic for discussion, reviewing the articles which were assigned for reading by the group. Controversial points were raised during the first 20 minutes. Questions and discussion clarifying the issues consumed from 20 to 30 minutes more. The 30 people then divided into smaller groups of six or eight people under the leadership of members selected by the supervisor. Discussion was lively and free. After another 30 or 45 minutes the groups reassembled, each leader reporting the main points of the discussion. The remaining few minutes were employed by the supervisor in summing up what had been accomplished by the evening's experiences.

At Long Beach the training of adult education course leaders consists, first, of lectures by university professors; second, speeches by business and professional leaders; third, talks by selected teachers; fourth, discovery of local school teachers qualified to give leadership courses; fifth, discussion by the student leaders of the speeches and addresses and formulation of plans which they initiate in their own groups.

Requirements for Teachers of Special Classes in Baltimore

By J. E. WALLACE WALLIN

Formerly Director of the Baltimore Division of Special Education and Lecturer in Johns Hopkins University and Morgan College and Professor of Psychology, Atlantic University

ON THE RECOMMENDATION of the director of special education and the superintendent of instruction, the Baltimore Board of School Commissioners has recently approved a revised set of eligibility requirements for election of special-class teachers and for salary differentials.

Elected teachers in the division of special education who are graduates of a standard 4-year high school and a standard 2-year normal school or a standard 4-year college, who "have had at least two years of approved successful teaching experience in the elementary grades or in classes similar to those in the division of special education, and who possess the adaptability required for the type of work for which they are candidates, . . . shall receive a differential of \$100 per annum in addition to the regular elementary salary, provided they have successfully completed 6 semester hours of credit in approved courses covering work in the division of special education; a differential of \$200 per annum in addition to the regular elementary salary, provided they have completed 14 semester hours of credit in such approved courses; a differential of \$300, provided they have completed 22 semester hours of credit in approved work in such courses; and a differential of \$400 for the successful completion of 30 semester hours of credit for work in such courses.

The theory on which this plan of salary differential is based is that the amount of specialized training needed by a teacher to become competent in certain fields of special-class work is one year in addition to the regular teachers college course, that the salary differential shall be the same for all types of special-class teachers who require the same amount of special preparation in order to become qualified specialists, and that no differential shall be given merely because a teacher is transferred to a special class. In Baltimore, therefore, no discrimination exists in favor of one type of special-class teacher or handicapped child, as is so frequently the case in many States in which one type of handicapped child has been made an object of magnanimous solicitude through State subsidies to the neglect or discouragement of work in the interest of other types of handicapped children equally worthy of remedial treatment and of being made economic and social assets.

The Baltimore ideal is impartial consideration of all kinds of handicapped children and all kinds of special-class teachers who have the standard amount of specialized preparation, without any element of favoritism or discrimination.

Detailed schedules of course requirements have been set up for teachers of mentally deficient, backward, behavior, visually handicapped, auditorially handicapped, speech defective, orthopedic, and malnutrition cases.¹

"Not all of the four-step increases," according to the rules set up, "can be provided for certain types of special-class teaching, because the teaching problems do not differ markedly from the teaching problems of the regular grades, and, therefore, only a limited number of special courses are offered in any school of education for such work. Nevertheless, some of the more basic courses will be accredited in various fields because they afford the basic theoretical background and broad educational perspective which all workers in special education should possess."

One of the serious difficulties which will inevitably be encountered in the attempt to apply the teacher-training requirements will be the accrediting of "approved courses." Not a single university or school of education exists anywhere in this country which has the facilities to offer the complete set-up of courses, nor even half of them. Moreover, in some of the institutions which now afford some offerings, purely academic or theoretical courses are offered by psychologists or educationists who have had no first-hand public-school experience in the instruction, classification, supervision, or administration of all kinds of special classes, or of any kind of special class; or the courses are offered by special-class teachers often without degrees or the academic and technical background of training which highly technical fields of educational specialization require.

It is gradually becoming recognized that the professor of special education whose

¹ These schedules, together with similar schedules for visiting teachers, physiotherapy teachers, and psycho-educational examiners, appear in the *Elementary School Journal* for April, 1931, while the admission procedures and standards for classes for the mentally handicapped appear in the same journal for March, 1931. A Brief Survey of Special Education in the Public Schools of Baltimore, by the writer, can be obtained free of charge by addressing the superintendent of schools in Baltimore, Md.

function is to prepare special-class teachers for the public schools must possess not only a general background of cultural and professional training and productive scholarship as thorough as that required by the heads of the department of educational psychology, of school administration, or of chemical engineering, but also actual first-hand public-school experience in clinical examinations and classifications and in the organization of instruction not only for mentally handicapped children but for all the major types of defectives, because the problems of special and general defects and physical and mental defectives are often interrelated and interdependent.



A Teaching Record

For 104 years, from 1821 to 1925, a teaching position at Souhesmes (Meuse), France, was held successively by Nicholas Grandjean (1821 to 1867), his son, Prosper (1867 to 1899), and his grandson, Charles (1899 to 1925) according to *L'École et la Vie*, a weekly review of education published in Paris. *L'École et la Vie* asks, "Est-ce un record?" As far as we know, it is.



Art Goes to the Dormitory

A "circulating art gallery" has been inaugurated at Lawrence College where students may borrow pictures as they borrow books from the college library. First of its kind on any college campus, the Lawrence "circulating art gallery" has more than 50 originals by Whistler, De Goy, Max Pollack, and other famous artists in its collection.



Open New Village College

To the Prince of Wales went the honor of formally dedicating at Sawston, Cambridgeshire, England, the first of 10 village colleges.

Establishment of such institutions in rural England, together with added recreational opportunities to be provided, is expected to make village residence more attractive, and to discourage migration to already over-crowded cities.

Sawston College, which was financed by Carnegie Trustees and the New York Spelman Fund by arrangement with Cambridgeshire Education Committee, consists of several buildings, including nursery, primary, secondary, and vocational schools, a large hall, library, and club rooms.



New Government Publications Useful to Teachers



Drawing by Charles Saxoma, Boys' Technical High School, Milwaukee, Wis. Instructor, R. E. Cote.

Compiled by MARGARET F. RYAN
Editorial Division, Office of Education

The publications listed may be purchased from the Superintendent of Documents Government Printing Office, Washington, D. C., at the prices stated. Remittances should be made by postal money order, express order, coupons, or check. Currency may be sent at sender's risk.

Farm Water Power. 1931. 22 pp., illus. (U. S. Dept. of Agriculture, Farmers' Bulletin No. 1658.) 10¢.

Describes and illustrates a number of typical farm water powers—their use, care, design, and wiring. Suggests to what extent farmers may receive advice from manufacturers and the Department of Agriculture as to proposed water-power developments. (Agriculture; Engineering.)

Selling Automobiles in the Noncontiguous Territories of the United States. 1931. 24 pp. (Foreign and Domestic Commerce, Trade Information Bulletin No. 741.) 10¢.

Alaska, Hawaii, the Philippine Islands, and Porto Rico present both foreign and domestic problems to automobile sales managers. Although English is the official language spoken, the American dollar is the legal tender, nevertheless there are certain essential points of difference in the markets that influence automotive sales to a large degree. These factors are discussed. (Geography; Foreign trade; Economics.)

Industrial Poisons and Dangerous Substances. 1931. 39 pp. (Navy Dept., General Safety Rules, sec. 4.) 10¢.

A list of the principal substances, mixtures, and gases liable to spontaneous ignition, explosion, and high-fire risk, with information as to substances which should not be stored together, and may only be brought into mutual contact under special precautions. (Chemistry; Safety education.)

Status of Voluntary Teachers' Associations in Cities of 100,000 Population or More. By M. David Hoffman. (Office of Education, Bulletin, 1930, No. 36.) 10¢.

A study of the aims and purposes as expressed in the constitutions of teachers' associations, and a survey of types of associations, of forms of organization, of membership, of activities, and of finances. The prevailing practices indicated by the associations reporting are presented in a series of tables and are discussed and evaluated. (Education.)

***Symposium of Home and Family Life in a Changing Civilization.** (Office of Education, Bulletin, 1931. No. 5.) 10¢.

Addresses delivered by William John Cooper, Karl E. Leib, Arthur J. Todd, and William E. Lancelot, at the Second Regional Conference on Home Making held at Ames, Iowa. (Home economics; Sociology.)

Workers in Subjects Pertaining to Agriculture in State Agricultural Colleges

and Experiment Stations, 1930-1931. 1931. 152 pp. (Office of Experiment Stations, Miscellaneous Publication No. 100.) 20¢.

(Agriculture.)

***Alcohol, Hygiene, and the Public Schools.** 1931. 44 pp. (Bureau of Prohibition, Division of Research and Public Information.) Free.

Digest of State laws on the subject of teaching in public schools, the effect of alcohol on the human system. (Health; School legislation.)



DO YOU BUY FURNITURE UP-SIDE-DOWN?

****Furniture—Its Selection and Use.** 1931. 115 pp., illus. (Department of Commerce, National Committee on Wood Utilization.) 20¢.

Takes up preliminary considerations, such as buying plan, budget, utility, and comfort; materials and construction; period styles (from Gothic to present day); and care and repair of furniture. (Manual training; Home economics.)

***Care and Repair of the House.** 1931. 121 pp., illus. (Bureau of Standards, Building and Housing Publication BH15.) 20¢.

How to repair all parts of the house and equipment, and maintain them in good condition. 100 ways to improve a house. (Manual training. Home mechanics.)

Free Price Lists: No. 60, Alaska and Hawaii; No. 48, Weather, astronomy, and meteorology; No. 35, Geography and explorations, natural wonders, scenery, and national parks; No. 64, Standards of weight and measure, tests of metals, thermometers, concrete, iron, electricity, light, clay, radiotelegraphy, metric system; No. 15, Publications of the United States Geological Survey—Geology and water supply.

A List of American Doctoral Dissertations Printed in 1929. 1931. 275 pp. (Library of Congress.) 40¢.

(Librarians; Research workers.)

Guide for American Business in France. 1931. 121 pp. (Bureau of Foreign and Domestic Commerce, Trade Promotion Series—No. 115.) 20¢.

Facts on the general economic situation; selling American merchandise in France; Commercial law; Forms of organization adoptable in France; Taxation; Banking and financial practices; Internal transportation facilities; etc. (Economics; Commercial law; Salesmanship; Geography.)

Australia as a Market for American Goods in 1931. 1931. 38 pp. (Bureau of Foreign and Domestic Commerce, Trade Information Series No. 745.) 10¢.

Report on the prospects for the sale of American goods in Australia in view of the adverse trade balance, growing unemployment, and acute exchange situation existing in Australia at the beginning of 1930. (Economics; Foreign trade; Geography.)

Labor Conditions in the Territory of Hawaii, 1929-1930. 1931. 129 pp., illus. (Bureau of Labor Statistics Bulletin No. 534. Industrial Relations and Labor Conditions Series.) 45¢.

Statistical details relating to all departments of labor in the Territory of Hawaii, especially in relation to the commercial, industrial, social, educational, and sanitary conditions of the laboring classes. (Economics; Geography; Sociology.)

****Athletic Badge Tests for Boys and Girls.** Revised 1931. 19 pp., illus. (Office of Education, Physical Education Series No. 2.) 5¢.

Measurable standards in the physical education program to show growth, development, and progress of boys and girls, as adopted by the National Recreation Association, with directions for events. (Physical education.)

Agricultural Education. 1931. 26 pp. (Chapter VII of Biennial Survey of Education in the United States, 1928-1930, Office of Education Bulletin, 1931, No. 20.) 5¢.

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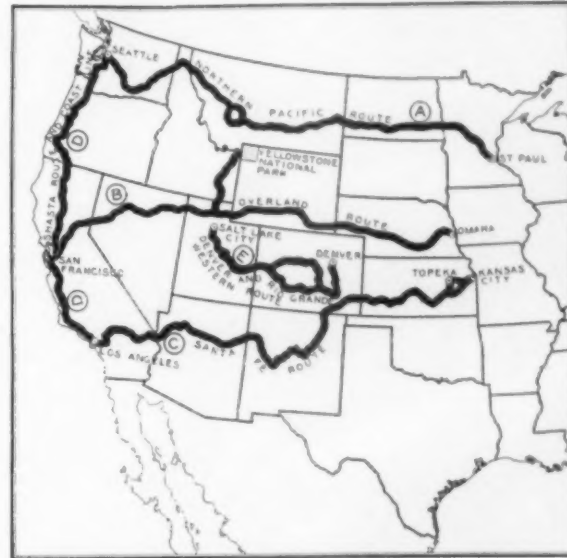
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